

**CURRICULUM**

**FOR**

**ESL I Grades 9-12**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

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The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:  
**ESL I**  
**Grade 9-12**

Date of Board Adoption:  
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# RAHWAY PUBLIC SCHOOLS CURRICULUM

ESL I – Grades 9 to 12

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Our Stories Our Truth	10 weeks
2	Finding One's Own Identity	10 weeks
3	Perseverance and Determination	10 weeks
4	History and the Present	10 weeks

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>MLL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> <li>● Give student a copy of the class notes.</li> </ul>

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## UNIT OVERVIEW

**Content Area:** ESL I – English as a Second Language

**Unit Title:** Our Stories Our Truth

**Target Course/Grade Level:** ESL Level I – 9<sup>th</sup> – 12<sup>th</sup> Grades

**Unit Summary:** This unit is anchored by the book *Our Stories Our Truth* by Latin American Youth Center. Students will read stories written by young people who came together to share their experiences with immigration and transformation in comics form. By sharing their stories, these young people wish to inspire, motivate, and educate their readers. Students will analyze the settings of the stories, as well as the various characters. Students will also discuss the author’s message to show other young immigrants that they are not alone. Supplemental texts will extend thematic learning.

**Approximate Length of Unit:** 10 Weeks

## LEARNING TARGETS

### WIDA Standards:

- *Standard 1 – Language for Social & Instructional Purposes*
  - *ELD-SI.4-12.Narrate*
  - *ELD-SI.4-12.Inform*
  - *ELD-SI.4-12.Explain*
  - *ELD-SI.4-12.Argue*
- *Standard 2 – Language for Language Arts*
  - *ELD-LA.9-12.Narrate.Interpretive*
  - *ELD-LA.9-12.Narrate.Expressive*
  - *ELD-LA.9-12.Inform.Interpretive*
  - *ELD-LA.9-12.Inform.Expressive*
  - *ELD-LA.9-12.Argue.Interpretive*
  - *ELD-LA.9-12.Argue.Expressive*
- *Standard 5 – Language for Social Studies*
  - *ELD-SS.9-12.Explain.Interpretive*
  - *ELD-SS.9-12.Explain.Expressive*
  - *ELD-SS.9-12.Argue.Interpretive*
  - *ELD-SS.9-12.Argue.Expressive*

### NJ Student Learning Standards:

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid

reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to



make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Career Readiness, Life Literacies, and Key Skills:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task

### **Interdisciplinary Connections and Standards:**

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

### **Unit Understandings:**

*Students will understand that...*

- There are many different reasons why someone chooses to move to a different country.
- There are complex and interconnected factors involved in migration and the diverse and multi-faceted nature of individual migration experiences
- The basic categories of immigrants admitted to the United States.

### **Unit Essential Questions:**

- Why does a person's story matter?
- Why is it important to understand immigration historically?
- How is the current debate about immigration in the United States rooted in our nation's past?
- Why do people leave their homes?
- What supports and challenges do people encounter when immigrating to the United States?
- How do people respond to newcomers?

### **Knowledge and Skills:**

*Students will know...*

- Personal experiences of migration and being a newcomer
- Key vocabulary related to immigration
- Reasons why people would want to leave their home countries
- The meaning of human rights

*Students will be able to...*

- Reflect on stories recorded by other young people
- Reflect on the power of sharing their own stories, and listening to the stories of others
- Reflect on the question “What makes a story important?”
- Give personal information using the present tense of “be”
- Interview people
- Give their opinion
- Participate in a thoughtful, well-reasoned discussion using prior knowledge and experiences
- Manage 20+ new academic vocabulary words correctly

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Essay/Discussion: What is your idea of the “American Dream”? Do you think your American Dream is different from the typical idea of the American Dream?
- Discussion about the readings
- Vocabulary quizzes
- Study Guides
- Open ended/multiple choice exams
- Visual Projects that combine multiple lessons
- End of Unit Assessment

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- analyze myths, facts, and opinions about immigration
- share experiences related to immigration, whether it’s personal or someone else’s
- participate and interpret in a thoughtful, well-reasoned discussion
- use 20+ new academic vocabulary words correctly

## ***RESOURCES***

### **Teacher Resources:**

- National Geographic Learning: World English student book
- National Geographic Learning: World English workbook
- *Our Stories Our Truth*
- “A Brief History of Immigration in the United States” ([learningforjustice.org](http://learningforjustice.org))
- Off2Class

**Equipment Needed:**

- Projector
- Student Chromebook
- Headsets

## UNIT OVERVIEW

**Content Area:** ESL I – English as a Second Language

**Unit Title:** Finding One’s Own Identity

**Target Course/Grade Level:** ESL Level I – 9<sup>th</sup> to 12<sup>th</sup> Grades

**Unit Summary:** This unit is anchored by the novel *The House on Mango Street* by Sandra Cisneros. Students will read vignettes about Esperanza Cordero, a 12-year-old Chicana girl growing up in the Hispanic quarter of Chicago. Based in part on Cisneros's own experience, the novel follows Esperanza over the span of one year in her life, as she enters adolescence and begins to face the realities of life as a young woman in a poor and patriarchal community. Elements of Mexican-American culture and themes of social class, race, identity, and gender are interwoven throughout the novel.

**Approximate Length of Unit:** 10 Weeks

## LEARNING TARGETS

### WIDA Standards:

- *Standard 1 – Language for Social & Instructional Purposes*
  - *ELD-SI.4-12.Narrate*
  - *ELD-SI.4-12.Inform*
  - *ELD-SI.4-12.Explain*
  - *ELD-SI.4-12.Argue*
- *Standard 2 – Language for Language Arts*
  - *ELD-LA.9-12.Narrate.Interpretive*
  - *ELD-LA.9-12.Narrate.Expressive*
  - *ELD-LA.9-12.Inform.Interpretive*
  - *ELD-LA.9-12.Inform.Expressive*
  - *ELD-LA.9-12.Argue.Interpretive*
  - *ELD-LA.9-12.Argue.Expressive*
- *Standard 3 - Language for Mathematics*
  - *ELD-MA.9-12.Explain.Interpretive*
  - *ELD-MA.9-12.Explain.Expressive*
  - *ELD-MA.9-12.Argue.Interpretive*
  - *ELD-MA.9-12.Argue.Expressive*
- *Standard 5 – Language for Social Studies*
  - *ELD-SS.9-12.Explain.Interpretive*
  - *ELD-SS.9-12.Explain.Expressive*
  - *ELD-SS.9-12.Argue.Interpretive*
  - *ELD-SS.9-12.Argue.Expressive*

## **NJ Student Learning Standards:**

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational

works of literature, including how two or more texts from the same period treat similar themes or topics.  
RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Career Readiness, Life Literacies, and Key Skills:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task

### **Interdisciplinary Connections and Standards:**

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

### **Unit Understandings:**

*Students will understand that...*

- The importance of deterring stereotypes and prejudices
- The overcoming of stereotypes and prejudices
- The meaning of self-definition
- Women's responsibilities toward each other, as opposed to how they are looked at and treated

### **Unit Essential Questions:**

- What effect does society have on the individual?
- How do our personal experiences shape the way we view ourselves?
- Does labeling and stereotyping influence how we look at and understand the world?
- What were some obstacles faced by the main character?
- How are the main character's experiences similar to yours?

### **Knowledge and Skills:**

*Students will know...*

- The connection between various motifs (gender, education, fear vs courage, family and heritage)
- Different stages in life
- Steps needed for specific goals
- Literary elements in the autobiography (allusion, imagery, irony, simile, symbolism)
- The importance of connecting prior knowledge to reading passage

*Students will be able to...*

- Comprehend the importance of context to understand a situation
- Explain an idea using details
- Talk about facing challenges
- Describe personal challenges and accomplishments
- Ask about possessions using demonstratives
- Identify similarities and differences
- Give advice and instructions using prepositions of place and movement
- Compare routines using the simple present
- Participate in a thoughtful, well-reasoned discussion using prior knowledge and experiences
- Manage 20+ new academic vocabulary words correctly
- Write one paragraphs as an introduction to a memoir about themselves

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Two paragraphs describing an important transition in life: In the story, the main characters traveled a long distance from their home country to a new country. There were many things handed down from their elders. Using prior experiences, how has your journey to the United States differed from reading? Was there anything sent down from past generations that is still treasured in your household?
- Evidence-based responses about the themes of the unit and reading
- Vocabulary quizzes
- Study Guides
- Open ended/multiple choice exams
- Visual Projects that combine multiple lessons
- End of Unit Assessment

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Analyze how setting and plot shape characters
- Analyze how character development reveals theme



- Scaffolding information using prior knowledge as a base
- Participate and interpret in a thoughtful, well-reasoned discussion
- Identify how one's own identity in the process of growing up
- Create an infographic of how someone can culturally connect themselves to a community

## *RESOURCES*

### **Teacher Resources:**

- National Geographic Learning: World English student book
- National Geographic Learning: World English workbook
- *The House on Mango Street* by Sandra Cisneros
- *Little Things are Big* by Jesus Colon
- *Abuelito Who* by Sandra Cisneros
- *The Rose That Grew from Concrete* by Tupac Shakur
- Off2Class

### **Equipment Needed:**

- Projector
- Student Chromebook
- Headsets

## UNIT OVERVIEW

**Content Area:** ESL I – English as a Second Language

**Unit Title:** Perseverance and Determination

**Target Course/Grade Level:** ESL Level I – 9<sup>th</sup> to 12<sup>th</sup> Grades

**Unit Summary:** This unit is anchored by the novel *Homeless Bird* by Gloria Whelan. Students will read the story of a 13-year-old Indian girl named Koli who lived with her parents and brother but had to get married through an arranged marriage. Soon after the wedding, her young husband dies of tuberculosis and she has to learn how to survive. Students will analyze the story's setting, character development, plot, and theme of the unit. Students will discuss the author's message that surviving difficult situations and feeling compassion for others are both needed to develop a healthy sense of self. Supplemental materials will extend thematic learning.

**Approximate Length of Unit:** 10 Weeks

## LEARNING TARGETS

### WIDA Standards:

- *Standard 1 – Language for Social & Instructional Purposes*
  - *ELD-SI.4-12.Narrate*
  - *ELD-SI.4-12.Inform*
  - *ELD-SI.4-12.Explain*
  - *ELD-SI.4-12.Argue*
- *Standard 2 – Language for Language Arts*
  - *ELD-LA.9-12.Narrate.Interpretive*
  - *ELD-LA.9-12.Narrate.Expressive*
  - *ELD-LA.9-12.Inform.Interpretive*
  - *ELD-LA.9-12.Inform.Expressive*
  - *ELD-LA.9-12.Argue.Interpretive*
  - *ELD-LA.9-12.Argue.Expressive*
- *Standard 4 - Language for Science*
  - *ELD-SC.9-12.Explain.Interpretive*
  - *ELD-SC.9-12.Explain.Expressive*
  - *ELD-SC.9-12.Argue.Interpretive*
  - *ELD-SC.9-12.Argue.Expressive*
- *Standard 5 – Language for Social Studies*
  - *ELD-SS.9-12.Explain.Interpretive*
  - *ELD-SS.9-12.Explain.Expressive*
  - *ELD-SS.9-12.Argue.Interpretive*
  - *ELD-SS.9-12.Argue.Expressive*

## **NJ Student Learning Standards:**

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what

the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what

the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural

context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when

writing or speaking.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Career Readiness, Life Literacies, and Key Skills:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task

### **Interdisciplinary Connections and Standards:**

6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

### **Unit Understandings:**

*Students will understand that....*

- Women's rights violations are prevalent in the world today and there are individuals who speak out against them
- Family roles are different depending on the gender of the member of the family.
- Arranged marriages are tradition in most Indian families.
- There is an arranged marriage process.
- Young women are given away as wives to benefit their families.
- Dowry's are paid to the family of the future husband.

### **Unit Essential Questions:**

- How and why did the main character change in the story?
- How does Koly's independence and personality change throughout the novel?
- How are violations against women shown in *Homeless Bird*?

- What historical connection is there to be taught or learned from the story?

### **Knowledge and Skills:**

*Students will know...*

- The story is written in the first person from the limited perspective of the narrator.
- A dowry consists of the money and goods given by the bride's parents to the groom and his family prior to the wedding.
- Young girls are married through arranged marriages in India and other countries.
- Law in India gives women equal rights as men but culturally, they don't have the same rights.

*Students will be able to...*

- Identify things happening now using the present continuous
- Talk about abilities and personal qualities
- Explain how to do something
- Express likes and dislikes
- Contrast different ways of life
- Participate in a thoughtful, well-reasoned discussion using prior knowledge and experiences
- Manage 20+ new academic vocabulary words correctly
- Compare and contrast using graphic organizers to plan and produce 2 complete paragraphs

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly "understand"?*

- Graphic organizer on which to record geographical, cultural, and vocabulary information presented in the story.
- Evidence-based responses about the interaction of narrative elements
- Vocabulary quizzes
- Study Guides
- Open ended/multiple choice exams
- Visual Projects that combine multiple lessons
- End of Unit Assessment

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Locate places mentioned in the story on a map of India.

- Discuss and respond in writing to essential questions and study guide questions.
- Engage in a Socratic Seminar to demonstrate understanding of the issues in the book.
- Essential note taking when students encounter important information in reading passage
- Write complex sentences for vocabulary words

## *RESOURCES*

### **Teacher Resources:**

- National Geographic Learning: World English student book
- National Geographic Learning: World English workbook
- *Homeless Bird* by Gloria Whelen
- “Child Marriage in India: Young Girls Forced to Marry”  
(<https://www.youtube.com/watch?v=pttHSJCl4Ks>)
- “Child Marriages Are Up in The Pandemic” (npr.org)
- Off2Class

### **Equipment Needed:**

- Projector
- Student Chromebook
- Headsets

## UNIT OVERVIEW

**Content Area:** ESL I – English as a Second Language

**Unit Title:** History and the Present

**Target Course/Grade Level:** ESL I - 9<sup>th</sup> to 12<sup>th</sup> Grade

**Unit Summary:** This unit is anchored by the book *Stamped* by Jason Reynolds and Ibram X. Kendi. Students will read about the legacy of racism throughout the history of the United States of America, as well as the work of antiracists and those who have resisted the racist ideas and policies that shape this nation. Students will analyze the book and theme of the unit. Students will discuss their thoughts about the book and personal experiences. Supplemental texts will extend thematic learning.

**Approximate Length of Unit:** 10 weeks

## LEARNING TARGETS

### WIDA Standards:

- *Standard 1 – Language for Social & Instructional Purposes*
  - *ELD-SI.4-12.Narrate*
  - *ELD-SI.4-12.Inform*
  - *ELD-SI.4-12.Explain*
  - *ELD-SI.4-12.Argue*
- *Standard 2 – Language for Language Arts*
  - *ELD-LA.9-12.Narrate.Interpretive*
  - *ELD-LA.9-12.Narrate.Expressive*
  - *ELD-LA.9-12.Inform.Interpretive*
  - *ELD-LA.9-12.Inform.Expressive*
  - *ELD-LA.9-12.Argue.Interpretive*
  - *ELD-LA.9-12.Argue.Expressive*
- *Standard 5 – Language for Social Studies*
  - *ELD-SS.9-12.Explain.Interpretive*
  - *ELD-SS.9-12.Explain.Expressive*
  - *ELD-SS.9-12.Argue.Interpretive*
  - *ELD-SS.9-12.Argue.Expressive*

### NJ Student Learning Standards:

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining



where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid

reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to

comprehension or expression.

L.11-12.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Career Readiness, Life Literacies, and Key Skills:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

### **Interdisciplinary Connections and Standards:**

6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.

6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

### **Unit Understandings:**

*Students will understand that...*

- The legacy of racism in America is essential to building an antiracist America
- Racist ideas, along with economic greed, are central to the formation of this nation, its laws, policies, and practices.
- Black antiracists and Black political movements work to affirm the racial identities of Black people and their right to do more than just survive.

### **Unit Essential Questions:**

- What are the consequences of continued omissions about the history of racism and antiracism in the United States?
- What is history?
- How is history much more than simply a recording of dates and facts that are significant only to the past?
- How do people respond to injustice and in what ways can they take action against it?

### **Knowledge and Skills:**

*Students will know...*

- Knitting slavery into America's religious and educational institutions helped solidify and justify racism.
- Du Bois and Booker T. Washington had distinct strategies and approaches to Black liberation.
- Examples of the pervasive power of language and the ways words and phrases associate blackness with negativity.

*Students will be able to...*

- Describe Black political movements.
- Discuss to what extent do all citizens of a democratic society have a responsibility to disrupt the racism that is embedded in the English language.
- Understand the meaning of power and resilience.
- Discuss about how closely examining and interrogating their own lives can provide insight into how they can disrupt racism.
- Interpret and express understanding
- Give biographical information
- Talk about the past using the simple past
- Compare the past and present
- Explain a process using the simple present
- Correctly take notes through a class discussion and class reading

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly "understand"?*

- Group discussions about essential questions of the readings.
- Vocabulary quizzes
- Study Guides
- Open ended/multiple choice exams
- Visual Projects that combine multiple lessons
- End of Unit Assessment

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Pre-Reading: "Dear Reader" by Kendi
- Create a chart to help track and analyze the ways race influences social, economic, and political conditions for African Americans.
- Engage in a Socratic Seminar to demonstrate understanding of the issues in the book.

- Essential note taking when students encounter important information in reading passage

## ***RESOURCES***

### **Teacher Resources:**

- National Geographic Learning: World English student book
- National Geographic Learning: World English workbook
- *Stamped* by Jason Reynolds and Ibram X. Kendi
- Transcript: Barack Obama's speech on race (npr.org)
- Video: "The Harlem Renaissance" (history.com)
- "Brown v. Board of Education (history.com)
- Off2Class

### **Equipment Needed:**

- Projector
- Student Chromebook
- Headsets